ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001663	N.A.	N.A.

4. AUTHOR(S):
Fantini, Dr. Marie D., and Cangemi, Joseph P.

5. TITLE OF DOCUMENT ABSTRACTED:
The Madison Area Project - World of Work Program

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Madison Area Project, City School District, Syracuse,
ST. New York
CITY, STATE

9. PUBLISHER OR SOURCE Madison Area Project, Syracuse, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	10

TELE. EXT.
INST/LOC CODE

DO NOT WRITE IN SP

MICROFILM COPY AVA
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFEREN

ERIC SATELLITE COD

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

school dropouts	job training	student motivation	job placement
secondary education	curriculum planning	adult education	
work-study programs	school-community programs		
	behavior problems	vocational training	

Madison
Project,
of Work
STEP

17. ABSTRACT (MAX. 250 WORDS)

Goals of the project are to investigate available research concerning dropouts; identify potential dropouts; to identify problems connected with dropping out of sch increase the school-holding power; to equip unskilled students with skills; to incre vocational, academic, social, and community knowledge and interests; and to develop vocational attitudes.

The STEP program included in the project will essentially be one of work-study which one half day is spent in school in the regular academic classroom with the seco spent on the job, securing on-the-job training. Part of the program's purpose is to greater assistance to the potential dropout once he has decided that he is not intere in school. Of paramount importance in the counseling program for past dropouts is th absence of an age ceiling.

If an individual desires to finish his education he may follow one of four plans complete resumption of school, complete resumption with part-time work, the work-stud program, or night school classes and full time work.

The Madison Area employment agency will help save those youth who are in financi while enrolled in the conventional curriculum. Curriculum and testing procedures wil modified in light of differences in student goals and academic desires.

The agency will send reliable students to community members in need of specific at a given time.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of He
Education, and Welfa

ED001663

Mulligan

CITY SCHOOL DISTRICT
SYRACUSE, NEW YORK

THE MADISON AREA PROJECT — WORLD-OF-WORK PROGRAM

B Y :

DR. MARIO D. FANTINI, DIRECTOR,
AND
JOSEPH P. CANGEMI, VOCATIONAL AND PLACEMENT COORDINATOR

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

GOALS

The goals of the World-of-Work Program are the following:

(1) Investigate available research concerning dropouts, especially local research.

(2) Identify potential dropouts.

(3) Investigate past dropouts.

(4) Identify problems connected with dropping out of school.

(5) Investigate problems identified by school dropouts.

(6) Curtail the number of students presently dropping out of school.

(7) Increase the number of high school graduates (increase school-holding power).

(8) Equip students presently unskilled with skills which will enable them to succeed vocationally; i.e., equip students with skills which will allow them to fill jobs that are presently without personnel due to lack of skilled workers.

(9) Increase vocational, academic, social, and community knowledge and interests.

(10) Develop positive vocational attitudes.

THE STEP PROGRAM

The STEP Program will be utilized in the MADISON AREA PROJECT in the 1963-1964 school year with two groups of students. The first group of students will be 13, 14, and 15-year-old potential dropouts, while the second group of students will be 16 and 17-year-old potential dropouts. The 13, 14, and 15-year-old group will be employed primarily in school property, most likely at the following locations: the Board of Education, the Syracuse School System Storeroom, and at the Madison Area Project. The 16 and 17-year-old students will be employed directly in the community.

The program will be essentially a work-study type of program in which one-half day is spent in school in regular academic classrooms, while the second part of the day is spent on the job, securing on-the-job training.

The object of using two groups is so that, after the 13, 14, and 15-year-olds terminate their work experience in the school environment, they will be ready to undertake a second work experience, which will be in the community. The transition which should follow is one which is natural. From the controlled, sheltered type of work experience within the school system to the type of work experience available in the community, the student should profit a great deal. Those who complete this type of program will have several saleable skills with which to seek employment.

The students in the STEP Program, in the morning, would attend classes with their classmates and would be in classes suitable for their level of academic achievement. Remedial classes would be initiated where necessary. Lunch would be eaten at the school, and from there the students would depart for their work stations. A typical daily program for a student in the STEP Program might consist of:

A.M.

English
Mathematics
Social Studies
Homemaking (Girls)
Shop (Boys)
Group Guidance and Counseling
Lunch

P.M.

Work Experience

DIRECT ENTRANCE INTO THE WORLD-OF-WORK WITHOUT A DIPLOMA

This part of the approach of the MADISON AREA PROJECT World-of-Work Program is to offer greater assistance to the potential dropout once he has decided the school lacks any interest for him. It is a natural outgrowth of the educational system after it has realistically recognized that the student no longer wishes to be affiliated with the school in any capacity and has for his immediate goals the world of work.

When the student reaches this decision, further measures to induce him to remain in school are highly inadequate. In effect, the following procedures will be utilized:

(1) Recognition that the school's curricula can no longer be of benefit to the student.

(2) Extensive counseling for the purpose of preparing the student for the world of work.

(3) Determine the student's vocational assets and assist him in becoming saleable to an employer.

(4) Assist the student in securing employment.

(5) Assure the student that the school does not look negatively at him for leaving and that he (the counselor) stands ready to assist him should he desire to return to school to discuss various problems, consider re-entry into school, or just talk.

(6) Suggest evening classes to the student.

The entire approach in this portion of the program will be to recognize that the school must prepare the student to meet the challenge required of employers in the community. Proper preparation for the student so that he can adequately meet this challenge is the goal of this portion of the program.

ASSISTANCE TO PAST DROPOUTS

This portion of the program will be for those students who have left school, entered the world of work, and who consider themselves handicapped without additional education or a high-school diploma. In this event, the school will stand ready to induct the individual again into one of several workable patterns best applicable to the student. The following will be some of the methods available to the student after a sufficient amount of counseling and evaluations:

(1) Complete resumption of the regular academic curriculum if deemed advisable.

(2) Resumption of the regular academic curriculum and part-time employment.

(3) Work-study program - one-half day of school, one-half day of supervised work experience.

(4) Evening classes alone for the individual who desires further education but cannot detach himself from his full-time employment.

Of paramount importance in this area of program is the availability of counseling to all dropouts with no age ceiling, to discuss problems related to education, employment, and personal situations.

MADISON AREA EMPLOYMENT AGENCY

The Madison Area Employment Agency is a program for those youth who are in need of spending money and are enrolled in the convention curriculum. The object of the agency would be to furnish reliable students to the community members who are in need of specific servic at a given time. The agency would have at its disposal students who could adequately do the specific jobs they would be called upon to d for example,

> An individual in the community might be moving and would like some assistance. After looking over the list of available students in the Madison Area Employment File, we would select and send to the employer the individual we feel could best do the job. The same student, on another occasion, could be asked to rake leaves, clean a cellar, mow a lawn, or one of several other jobs people in the community often have available but hardly ever solicit because there is no agency equipped to handle such solicitations. Our agency would be a move in this direction.

It should be stressed again that a student in this phase of our program would be one who is not interested in quitting school but, rather, one who is interested in making some part-time money. The work involved would be part-time and would be after school in nature. Some of the jobs applicable or suitable for students in this phase of the program might be:

(1) Snow Removal
(2) Leaves Removal
(3) Gardening
(4) Lawn Mowing
(5) Domestic Chores
(6) Car Washing
(7) Baby Sitting
(8) Window Washing
(9) After-Parties Cleanup
(10) Waiter and Waitress Service for particular events
(11) Attic and Cellar Cleaning
(12) Delivery Service
(13) Trash Removal

JOB EXPERIENCE AS A SUBSTITUTION FOR THE CONVENTIONAL ACADEMIC CURRICULUM

This phase of the World-of-Work Program is the most importand and will take time to develop. Central to the theme of this highly specialized World-of-Work curriculum is the position there is abundant evidence that differences exist in level of aspiration, vocational destination, and current concerns among all students, and that those students so identified whose appropriate goals are less academically oriented should be free from conventional academic pressures. Failure to recognize these needs and differences is now leading to wide-spread school dropouts. Capitalization on the students' felt needs and interests will be heavily emphasized. Realistic goals will be determined in such a program and the students will be judged individually in the light of achievement and progress towards these goals. It has been demonstrated that only a small part of the boys and girls in the Madison area are getting any formal education beyond their junior high school years. A World-of-Work Program initiated in this area emphasizing the changes in the regular conventional curriculum is one that has been needed and should be utilized as quickly as possible.

The challenge of such a program is not only to the schools but also to the community. Only through high-level cooperation, participation, and partnerships can this realistic approach lead to a successful program adequately meeting the needs of students. The improvement of school holding power is essentially a local problem and as such must be handled by several organizations within the city working cohesively. The school is ready to give the potential dropout a qualitative and experiential background, extending as low as kindergarten and pre-school to equip him for the life changes that are expected of him in society as he strives for adulthood.

The job experience program is a natural outgrowth of all the combined programs thus far presented. It is the utlimate end of our World-of-Work Program. It is a method, we hope, which can curtail the high numbers of students annually leaving school both in our city and in other cities. In future years the on-the-job program could very smoothly run as follows:

(1) The potential dropout is detected early in the grades.

(2) Proper remediation procedures adapted.

(3) Intensive counseling initiated in elementary school.

(4) Preliminary screening procedures to determine which dropouts would be conducive to sucdess in a World-of-Work Program.

(5) Thirteen, 14, and 15-year olds of the group of potential dr will be employed, utilizing the school property and emphasi work standards, principles, and responsibilities which will applicable when the student enters the community in a work tion.

(6) At the age of 16 or 17, direct entrance into an occupationa role within the community best suited to the individual's n resulting in permanent employment in this area, either at t present occupational site or at another.

(7) Substitution of work for school for the major portion of the day or, school three full days, work two full days - or any similar arrangement when the student enters his senior year school.

(8) Subjects of least importance to the student's vocational and civil realities abandoned; namely, Physics, Algebra, Latin, European History, etc.

(9) Emphasis on a special set of skills to make the student continually desirable as an employee and as a good citizen. Emphasis will be on a skill continually saleable, and on subject matter of vital interest to the student's needs and reality. Among them would be:

Budgeting
Meal Planning
Good Eating Habits
Family Life Education
Civic Responsibilities
Local Government
Knowledge of the Local Community
Expressive Skills
Reading
Writing Competence
Some Low-Level Conceptualization of Business Organization
Human Relations Skills
Work Related Vocabulary

In this program, for the purpose of identifying procedures, the student worker will be labeled an INTERN. Interns in the program will

work with a group of employees already on the job and will be under the direct supervision while at the work station of the immediate foremen. Periodic conferences with foremen and the employer, plus progress reports, will give a good indication of the student's job performance. A new grading system will be initiated. This complicated, on-the-job experience program will be one that will call for a new curriculum, new techniques, vast planning, and large-scale experimentation. Cooperation between the community, the school, and the parents is extremely essential.

RE-ENTRY INTO THE REGULAR ACADEMIC CURRICULUM

All of the phases involved in the MADISON AREA PROJECT World-o
Work Program should be flexible to the extent that the student curr
enrolled in one of the vocational programs who is desirous of re-en
the pre-college type of curriculum should be able to do so without
for having been enrolled in a World-of-Work Program. A student who
to continue his education on the college level, after he has spent
or so in the World-of-Work Program, should not be compelled to maint
his standing in this same program because he did not have foresight
cerning a college education when he entered it. A transition into a
pre-college type of curriculum should be readily available.